


































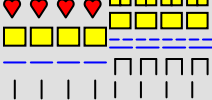
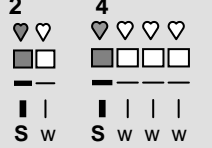


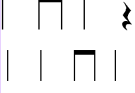







2nd Grade music

USOE Fine Arts Rainbow Chart


| Second - Page 1 | | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
|---|---|--|---|---|---|--|---|
| Previously Mastered Grade Level Skills | Elements of Music with Definitions | Label, list, name, define, relate, recall and use music making tools. | Discover, look at, investigate, experience and form ideas. | Apply, construct, demonstrate, evaluate and practice. | Compare, contrast, distinguish, examine, and incorporate. | Study, explore, seek, be creative, imagine and produce. | Show skill criterion mastery for grade level, give opinions, support others, and show work. |
| Vocal development <ul style="list-style-type: none"> Singing vs. speaking voice Melody <ul style="list-style-type: none"> High/low, up/down Pitch accuracy in a limited range Children's songs Folk songs Singing games Traditional songs | SING Vocal Development: care, development, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat | Experience the difference between the speaking and the singing voice.  CD2 #53 <i>Zoodeo</i> Experience many songs appropriate to the child's voice. Experience a wide variety of traditional songs & singing games.  | Explore singing in a natural voice through a variety of simple songs and singing games. Explore singing many songs appropriate to the child's voice. Explore singing call and response songs.  CD2 #17 <i>Oh My Aunt Came Back</i>  CD2 #23 <i>Pizza, Pizza</i> | Apply good singing skills to a variety of songs and singing games.  Practice singing a variety of songs in a natural voice with attention to matching pitch by carefully listening to self and others. | Analyze pitch patterns that are common to various songs.  CD1 #9 <i>Bluebird, Bluebird</i> "Bluebird, bluebird, through my window" s-m-s-m-s-l-s-m  CD2 #44 <i>Tony Chestnut</i> "Tony Chestnut knows I love you" s-m-s-m-s-l-s-m Analyze recurring pitch patterns within familiar songs.  CD1 #33 <i>I Bought Me a Cat</i> Repetition of each animal's sounds | Create vocal characterizations in a song that tells a story. Sing simple conversations using a limited number of pitches. Create new words and rhymes for favorite songs and singing games.  <i>I Bought Me a Cat</i> lesson, creating | Perform songs in-tune using a natural singing voice. |
| Beat <ul style="list-style-type: none"> Steady beat Meter <ul style="list-style-type: none"> Strong and weak beats in groups of 2 & 4 2       S w 4             S w w w | PLAY Beat: the underlying pulse of music Meter: patterns of strong and weak beats | Experience the feeling of steady beat.  CD1 #32 <i>Hush Little Baby</i> Lesson, singing Experience feeling strong and weak beats in songs and listening selections. | Explore steady beat in a variety of songs and recorded music. Explore strong/weak beat patterns in groups of 2 and 4 in familiar songs and listening selections.  CD1 #9 <i>Bluebird, Bluebird</i> lesson, singing, playing | Practice playing the beat of songs, chants and rhymes. Practice playing strong and weak beat patterns in groups of 2 and 4 with body percussion and classroom instruments. | Recognize & move to the beat in recorded music and familiar songs.  CD1 #15 <i>Chicka Hanka</i> lesson, playing Analyze and respond to repeated patterns of strong and weak beats in groups of 2 and 4.  <i>Obwisana</i> lesson, playing | Create simple two or four beat movement patterns to steady beat. Create iconic patterns to represent strong and weak beats in groups of 2 and 4. | Perform songs accompanied by body percussion or classroom instruments. |

| Second - Page 2 | | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
|---|---|---|--|--|---|---|---|
| Previously Mastered Grade Level Skills | Elements of Music with Definitions | Label, list, name, define, relate, recall and use music making tools | Discover, look at, investigate, experience and form ideas. | Apply, construct, demonstrate, evaluate and practice. | Compare, contrast, distinguish, examine, and incorporate. | Study, explore, seek, be creative, imagine and produce. | Show skill criterion mastery for grade level, give opinions, support others, and show work. |
| Beat <ul style="list-style-type: none"> Steady beat Meter <ul style="list-style-type: none"> Strong and weak beats in groups of 2 & 4 <div> <div>2</div> <div>4</div> <div> </div> <div> </div> <div> </div> </div> <p>Second- page 2</p> Rhythm <ul style="list-style-type: none"> Beat/divided beat Sound /silence/ rest | PLAY Beat: the underlying pulse of music Meter: patterns of strong and weak beats Rhythm: combinations of long and short, sound or silence. | Experience the feeling of steady beat. CD1 #32 Hush Little Baby Lesson, singing Experience feeling strong and weak beats in songs and listening selections. Experience the relationship between steady beat and divided beat using sound or silence. Obwisana lesson, creating | Explore steady beat in a variety of songs and recorded music. Explore strong/weak beat patterns in groups of 2 and 4 in familiar songs and listening selections. CD1 #9 Bluebird, Bluebird lesson, singing, playing Explore beat and divided beat using body percussion and classroom instruments. Chicka Hanka lesson, playing | Practice playing the beat of songs, chants and rhymes. Practice playing strong and weak beat patterns in groups of 2 and 4 with body percussion and classroom instruments. Practice clapping or playing the rhythm of syllables within the lyrics in songs and rhymes. CD1 #32 Hush Little Baby lesson, playing | Recognize & move to the beat in recorded music and familiar songs. CD1 #15 Chicka Hanka lesson, playing Analyze and respond to repeated patterns of strong and weak beats in groups of 2 and 4. Obwisana lesson, playing Analyze patterns of beat and divided beat using sound and silence in familiar songs. I Bought Me a Cat | Create simple two or four beat movement patterns to steady beat. Create iconic patterns to represent strong and weak beats in groups of 2 and 4. Create a simple rhythmic or vocal ostinato to accompany a familiar song. | Perform songs accompanied by body percussion or classroom instruments. |
| Form <ul style="list-style-type: none"> Phrase Combinations of same/different Tempo <ul style="list-style-type: none"> Fast/slow Dynamics <ul style="list-style-type: none"> Loud/soft | LISTEN Form: how music is organized Phrase: a musical statement. Expressive Elements Tempo: the speed of the beat. Dynamics: degrees of loud & soft. | Experience same and different phrases in music. CD1 #6 Apples and Bananas lesson, playing, creating Experience tempo and dynamics in music. | Explore same and different phrases in a variety of music. Explore dynamics and tempo in a variety of classroom music and play activities. | Practice responding to same and different phrases in music. Bluebird, Bluebird lesson, creating Practice singing songs or playing instruments with varying dynamics and tempo. | Analyze same and different melodic and rhythmic phrases in music. CD2 #44 Tony Chestnut lesson, listening, creating Analyze tempo and dynamics in songs or recorded music. CD1 #26 Going to the Zoo | Combine phrases, songs, rhymes, or chants to create a two or three part form. Tony Chestnut lesson, creating Create expression in music by varying the dynamics and tempo. Hickory Dickory Dock lesson, creating | Perform a song accompanied by classroom instruments. Perform music with sensitivity to dynamics and tempo. |

| Second - Page 3 | | Experience/ Identify | Explore/ Contextualize | Apply/ Build Skills | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
|---|---|---|--|---|---|--|---|
| Previously Mastered Grade Level Skills | Elements of Music with Definitions | Label, list, name, define, relate, recall and use music making tools. | Discover, look at, investigate, experience and form ideas. | Apply, construct, demonstrate, evaluate and practice. | Compare, contrast, distinguish, examine, and incorporate. | Study, explore, seek, be creative, imagine and produce. | Show skill criterion mastery for grade level, give opinions, support others, and show work. |
| Timbre • Voice or instrument | Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice. | Experience timbre differences in instruments and voices.  <i>Apples and Bananas</i> lesson, playing | Explore vocal and instrumental timbres.  Explore various timbres of classroom instruments. | Practice identifying instruments or voices by sound.  Putamayo Kids, African Playground www.putamayo.com | Analyze music examples to identify instruments and voices.  Putamayo Kids, Folk Playground, www.putamayo.com | Create mood or characterizations using instrumental or vocal timbres. | Perform a song with vocal and instrumental timbre specified by the children. |
| Iconic examples • Beat divided beat  • Meter 2 4  • Rhythm Sound/silence  • Pitch examples:  | READING / WRITING Icons: non-traditional symbols representing musical elements | Experience visual representations of beat, meter, rhythm, and pitch. Rhythm:  Pitch:  | Explore icons representing beat, meter, rhythm and pitch in a variety of songs.  <i>The More We Get Together</i> lesson, listening | Respond to iconic representation of beat, meter, rhythm and pitch.  <i>Tony Chestnut</i> lesson, playing, listening | Analyze iconic representation of beat, meter, rhythm and pitch.  <i>Bluebird, Bluebird</i> lesson, listening  Putamayo Kids: Dreamland, World Lullabies & Soothing Songs www.putamayo.com | Create and perform iconic representation of beat, meter, rhythm and pitch. | Perform short iconic representations of beat, meter, sound or silence, rhythm and pitch. |

Resources

State Approved Music Resources K-6:
<http://www.schools.utah.gov/curr/FineArt>

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SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through USOE (801) 538-7793
 - Movement CD companion for USOE Songbook
 - DVD: *SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core* Songbook, CDs, and DVD available through USOE (801) 538-7793
- Approved textbook series:
- MCMILLAN/MCGRAW-HILL** <http://www.mhschool.com/music/student/index.html>
 - PEARSON ED. PUBLISHING** (previously Silver Burdett) www.scottforesman.com

Professional Music Teaching Organizations



UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us



DALCROZE EURHYTHMICS, Dalcroze Society of America:
<http://www.dalcrozeusa.org/home.html>



EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research:
<http://richardsinstitute.org/Default.aspx>



KODÁLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UOLKS



ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA

Web Links:



<http://www.classicsforkids.com> **CLASSIC FOR KIDS**: lesson ideas, listening maps, composers, music dictionary, etc.



<http://www.classroomclassics.com> **CLASSROOM CLASSICS**: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



http://www.putumayo.com/en/putumayo_kids.php **PUTAMAYO KIDS**: CDs, folk songs, multicultural, and world music listening resource , examples:



<http://www.sfskids.org/templates/splash.asp> **SAN FRANCISCO SYMPHONY FOR KIDS**: all about the symphony orchestra